

MM Publications
Summer Language Camps 2016
Primary School Materials



Links to learning

Методичне забезпечення діяльності літніх мовних таборів – 2016

На підтримку ініціативи Міністерства освіти і науки України щодо організації літніх мовних таборів методистами міжнародного видавництва MM Publications було розроблено методичні матеріали для роботи з учнями молодшої школи.

Запропоновані матеріали відповідають сучасним тенденціям викладання англійської мови, базуються на автентичних навчальних матеріалах видавництва та надають можливість всебічно розвинути мовленнєві навички учнів.

Методична розробка містить короткий методичний опис (тема, мета, орієнтовний рівень володіння мовою учнями, час на виконання завдання, цільові лексичні та/або граматичні одиниці та використані матеріали), методичні вказівки для вчителя, необхідні матеріали для учнів та аудіо-записи.

Матеріали, запропоновані видавництвом MM Publications, поєднують в собі навчання англійської та інших предметів (історія, природничі науки, математика і т.д.), що співвідноситься з сучасним підходом CLIL. Застосування цього підходу дозволяє вчителям використовувати інформацію, що розвине кругозір учнів, допоможе учням визначитись зі своїм майбутнім та зробить заняття з англійської ще цікавішими. Саме це допоможе підвищити мотивацію серед учнів. Також методична розробка містить додаткові креативні ідеї та окремі додаткові вправи, які можуть бути використані для закріплення матеріалу учнями.

Методична розробка для учнів молодшої школи

Gods and goddesses of Egypt

Тема: Gods and goddesses of Egypt (Боги та богині Давнього Єгипту).

- Мета:**
- 1) Розвиток мовленнєвих навичок учнів;
 - 2) Засвоєння учнями нового лексичного матеріалу;
 - 3) Розвиток міжпредметних зв'язків (історія) та ознайомлення учнів з культурою інших країн;
 - 4) Активізація роботи учнів в парах та групах.

Рівень володіння мовою (за CEFР): A1

Час на виконання: 60-80 хвилин

Лексичні одиниці: treasure, mummy, god, goddess, writing, dancing, counting, music, hieroglyphics.

Використані матеріали: *Smart Junior 4 (H.Q. Mitchell): Student's Book, Workbook;*

План використання:

Instructions to Worksheet 1

Ex.1

- Draw Ss' attention to the pictures in the vocabulary;
- Ask Ss to guess what each word means by looking at the pictures.
- Play the recording and ask students to repeat a few times.

Ex.2

- Draw Ss' attention to the pictures and ask them what they see (pyramids).
- Ask them to guess which country the text is about (Egypt).
- Ss listen to the recording and follow in their books.
- Explain any unknown words.
- Ask Ss general comprehension questions:

- 1) What was there in Ancient Egypt? – *Pyramids, mummies and great treasures.*
 - 2) When did they make paper? – *Thousands of years ago.*
 - 3) What are hieroglyphics? – *Drawings of words.*
- Choose a few students to read the text aloud.
 - Play ‘True/false’ activity with the student. Divide students into two teams and ask them to listen to you and state whether the sentences they hear are true or false:
 - 1) Ancient Egyptians were not very clever. - false
 - 2) Ancient Egypt is known for pyramids and mummies. – true
 - 3) Ancient Egyptians wrote in letters. - false

Ex. 3

- Explain to students that these are five of the gods/goddesses in Ancient Egypt.
- Ss match the small pictures to the correct god/goddess and write what each one was the god/goddess of, as in the example.
Key: Bastet – goddess of dancing and music; Amun-Ra – god of kings; Hathor – goddess of love and women; Taweret – goddess of mothers and babies.

Instructions to Worksheet 2

Ex. 1

- Divide Ss into pairs
- Tell them to look at the gods/goddesses in the two pictures, take turns and name the differences

Ex. 2

- Explain to Ss that this is the Egyptian hieroglyphic alphabet. Each drawing represents one or more letters.
- Go through the alphabet with the Ss.
- Ss look at each drawing, find the corresponding letter and write it on the dash, in order to decode the message.

Key: Have a nice holiday!


Ex. 3

- Ss write their own message, using the corresponding drawings from the alphabet with the hieroglyphics in the space given.
- Divide Ss into pairs.
- Ss look at each other's messages and try to decode them by finding the corresponding letter of each drawing
- Ss swap roles.

Smart time 6




1 Listen and repeat.




treasure



mummy



god



goddess


2 Listen and read.













EGYPTIANS



Ancient Egypt was a fantastic place. Everyone knows about the famous pyramids, mummies and great treasures. Ancient Egyptians were very smart. They made paper thousands of years ago! The Egyptians wrote in hieroglyphics. They are drawings of words. They also had many gods. Below are some of these gods and goddesses.

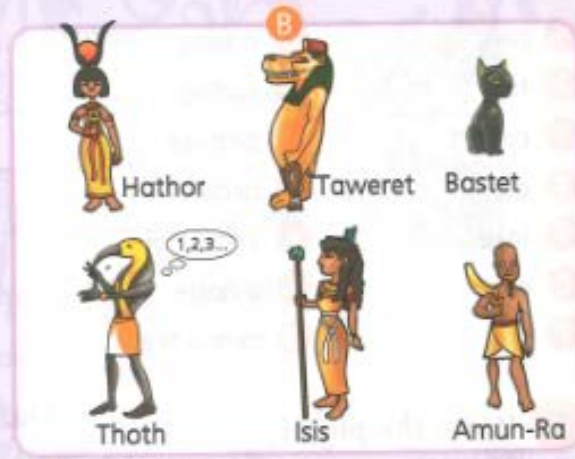
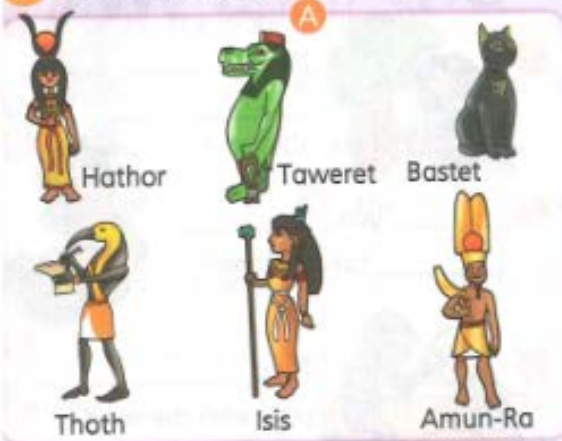


3 Match the small pictures to the correct gods and goddesses to find out what each one was the god or goddess of.

				
writing	dancing	love	mothers	kings
				
Bastet	Thoth	Amun-Ra	Hathor	Taweret
goddess of	god of	god of	goddess of	goddess of
_____	writing and counting	_____	_____	_____
				
music	counting	babies	women	

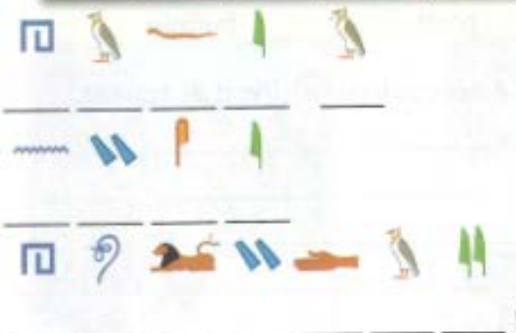
smart time 6

1 Spot the differences and say.



2 Decode the message.

A	B	C	D	E
F or V	G	H	H	I
J	K or X	L	M	N
N	O	P	C or Q	R
S	T	U	W	Y
Z	CH	KH	SH	TH



3 Draw your own message. Get your partner to decode it.



Методична розробка для учнів молодшої школи

Animals in the pond

Тема: Animals in the pond (Тварини у водоймі).

Мета:

- 1) Розвиток комунікативних навичок учнів;
- 2) Засвоєння учнями нового лексичного матеріалу;
- 3) Розвиток міжпредметних зв'язків (природничі науки), підвищення мотивації серед учнів;

Рівень володіння мовою (за CEFRL): A1

Час на виконання: 50-60 хвилин

Лексичні одиниці: snail, duck, frog, mosquito, turtle, fish

Використані матеріали: *Smart Junior 3 (H.Q. Mitchell): Student's Book, Workbook;*

План використання:

Instructions to Worksheet 1

Warm-up:

- Ask Ss to name different animals and say where they live, e.g. in the sea, in a pond, in the forest etc.
- Write Ss' answers on the board;
- Introduce the word 'pond';

Ex. 1

- Draw Ss' attention to the pictures in the vocabulary;
- Ask them to guess what animal is in each picture;
- Play the recording and ask Ss' to repeat a few times;
- Write six circles on the board – each circle represents a word the letters of which should go in random order (i.e. jumbled letter) – ask Ss to decipher which word is meant in each circle.

Ex. 2

- Draw Ss' attention to the picture and ask them what they can see;
- Ask Ss what animals they can see;
- Ss listen to the recording and follow in their books;
- Ask what colours the different animals are and elicit the answer;
- Choose a few students to read the text aloud;
- Ask what other animals live in or near the pond;
- Ask Ss to choose one animal not naming it, then ask each student to describe it aloud – the rest of the group should guess which animal is meant.

Ex. 3

- Ss read the sentences, look at activity 2 and write the corresponding animal;
- Check Ss' answers;
- Ask Ss the general comprehension questions and initiate the discussion:
What's your favourite animal? Why?
Which animals are in danger? Why?
What can we do to save the animals?
- Divide Ss into pairs and ask them to create a poster about their favourite animal. Ss get into discussion in L2, draw an animal, colour it and make a presentation in front of the class.

smart time 2

Science

1 Listen and repeat.



snail



duck



frog



mosquito



turtle

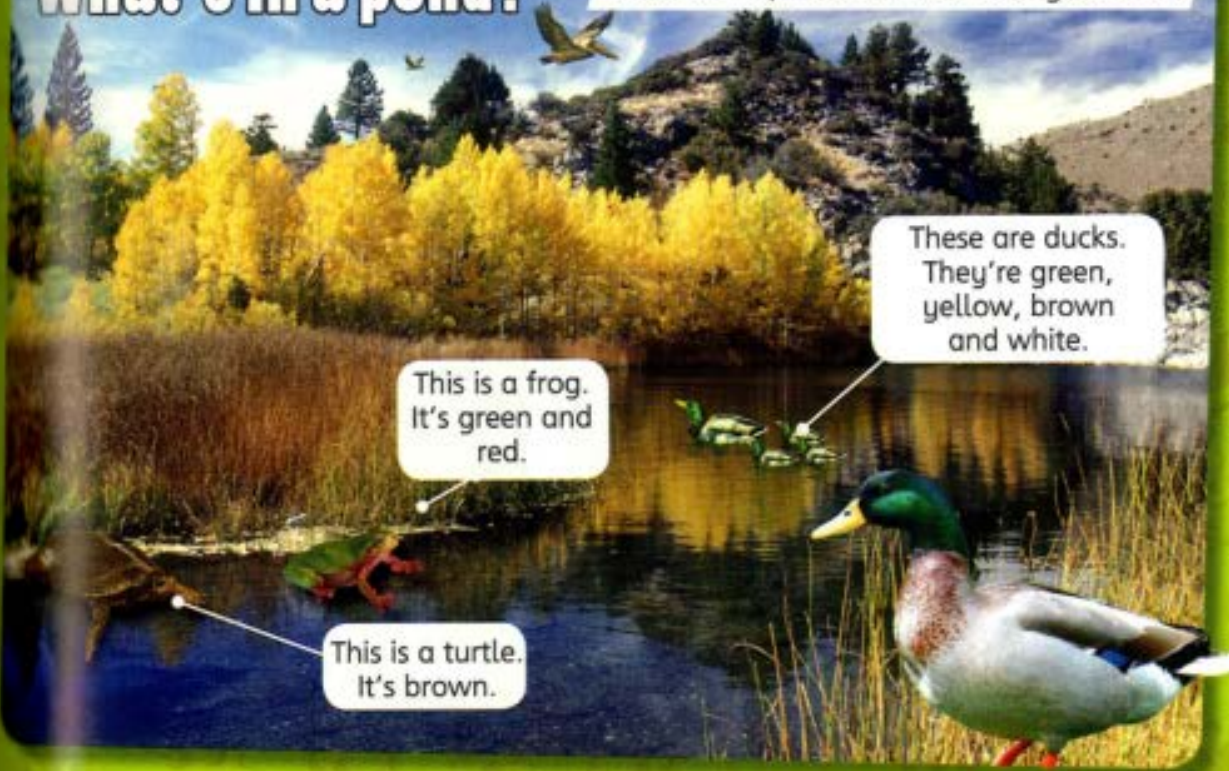


fish

2 Listen and read.

What's in a pond?

Look at this pond. There are many animals.



These are ducks.
They're green,
yellow, brown
and white.

This is a frog.
It's green and
red.

This is a turtle.
It's brown.

3 What is it? Read and find in activity 2.

- 1 It's brown. _____
- 2 It's green and red. _____
- 3 They're green, yellow, brown and white. _____

Classroom games for consolidation/revision

These games are mainly used to consolidate/revise grammar structures the students have learnt in the lesson/module.

Don't break the chain!

(Consolidation/Revision of Future *be going to*)

- ▶ Get students to sit in a circle. If you have a large number of students divide them into groups.
- ▶ Say, *I'm going to go climbing on my holiday*. The student to your right has to say what you are going to do and add what he/she is going to do on his/her holiday, e.g. *You're going to go climbing on your holiday and I'm going to go swimming on my holiday*. The student to his/her right says, *He/She is going to go climbing on his/her holiday, you're going to go swimming on your holiday and I'm going to go sailing on my holiday*.
- ▶ Students continue in the same manner. The student who doesn't remember an activity someone else has mentioned is out of the game.

Classroom games for consolidation/revision

Seat switch!

(Consolidation/Revision of *can/can't* and *could/couldn't* for ability/lack of ability in the present/past)

- ▶ Arrange the chairs in a circle and ask the students to sit down.
- ▶ Tell students that you are going to ask some questions. These questions will be about what they could/couldn't do in the past and about what they can/can't do now.
- ▶ Explain to students that they have to answer *yes* or *no* to these questions. All students who answer *yes* have to get up and change seats. The students that answer *no* remain seated.
- ▶ Stand in the middle of the circle. Ask students, *Could you make a sandwich when you were six?* Encourage students who say *yes* to stand up and change seats.
- ▶ Do this a couple of times with questions such as, *Could you swim when you were five? Can you rollerblade?*
- ▶ The third time you ask a question, while the students that answered *yes* are switching seats, quickly sit in one of the empty seats. The student left standing has to take your place in the middle of the circle and ask the question(s) in the next round.
- ▶ Make sure to take out a seat once students start playing the game on their own.

Classroom games for teaching vocabulary

What's missing?

- ▶ Display a number of flashcards and allow time for students to observe them.



- ▶ Ask students to close their eyes, then remove one or more flashcards.



- ▶ Ask students to open their eyes and identify which flashcard(s) is(are) missing.

Classroom games for teaching vocabulary

Word bingo!

- ▶ Divide the class into groups and hand out copies of a 3X3 grid or ask them to draw one in their notebooks.
- ▶ Instruct the students in each team to choose nine words from the lesson/module and write one in each box of the grid. For example:

—	—	—
canal	lake	warrior
—	—	—
jaguar	cocoa	century
—	—	—
capital	enemy	exist
—	—	—

- ▶ Explain to students that you will call out various words in random order. If the word you call out is the same as a word they have in their grid, they cross out that particular word.
- ▶ The first group to cross off all the words shouts 'Bingo!' and wins.
- ▶ Alternatively, you can make the game part-of-speech specific and ask students to fill the grid with adjectives only, for example.

Contact details:

LINGUIST LTD

MM Publications official representative in Ukraine

Skovorody, 6, office 44, Kyiv

+38 (044) 599-3228

info@linguist.ua

www.linguist.ua

vk.com/linguistua

www.facebook.com/Linguist.Ukraine

Viktoria Plishkova

MM Publications ELT Consultant

Skovorody, 6, office 44, Kyiv

+38 (067) 325-60-81

V.Pliskova@mmpublications.com.ua

mmpublications.com.ua

vk.com/mmpublicationsua

www.facebook.com/mmpublicationsua